

High School Exams			
Issue	Policy/Decisions	Considerations	Date of SBE Consideration
Transition to end-of-course assessments	Should the Board mandate a single course sequence for mathematics?	Some LEAs offer an "integrated math" class that incorporates elements of two or more traditional math courses (e.g. Algebra I and Geometry). PARCC is planning to build an assessment to accommodate these integrated courses; however, each state must decide whether to offer the specialized assessment. Concerns about permitting the integrated model center on the comparability of the test results. A decision should be made before the start of the 2012 - 2013 school year, as entering freshman will take the new assessments during their Junior year.	Fall 2012
High School Graduation Requirement	Which end-of-course assessments should comprise the high stakes requirement?	The existing high stakes requirements for reading, writing and mathematics are set at the 10th grade level. The Board will be required to determine whether to maintain the requirement at the existing level, or whether to raise it to the level of college/career readiness.	Summer 2015
	Which cohort will be required to meet the PARCC requirements as opposed to AIMS?	The Board must ensure that each student has an opportunity to learn those standards that will be used to comprise the high stakes graduation requirement. This makes a clean transition from AIMS to PARCC during the 2014-2015 school year problematic.	Fall 2012

<b>Accountability</b>			
<b>Issue</b>	<b>Policy Decisions</b>	<b>Considerations</b>	<b>Date of SBE Consideration</b>
Impact of the PARCC assessments on the school accountability system (A-F system)	Should the formula be modified to account for the increased rigor of the assessments?	It is expected that the composite side of the current model will be most impacted by the new assessments, likely resulting in a downward trend in A-F labels. A final decision cannot be made until after standards setting is completed.	Summer 2015
	Assess the impact of the break in trend lines that will begin in 2015 (measuring academic growth)		Summer 2015
Impact of the PARCC assessments on the new teacher/principal evaluation systems	Should the teacher evaluation framework be modified to account for the new assessments?		Fall 2013
	The Board may be required to update the existing teacher/principal evaluation framework to include the new assessments		Spring 2014
	What information needs to be conveyed to LEAs in advance of full implementation to prepare for the new assessments?	This should be included as part of a comprehensive communication plan for implementation of the new standards and assessments.	Spring 2012 - 2015

Impact of the PARCC assessments on the Move on When Reading initiative	What will constitute "falls far below the third grade level?"	A final decision cannot be made until after standards setting is completed. Once this is complete and performance levels are established the Board can determine whether to use the lowest performance level (current practice), or to set an alternative score that would mandate retention at third grade. An interim decision will have to be made since standards setting will occur after retention decisions will be made for the 2015-2016 school year.	Summer 2014 (interim decision) Summer 2015 (final decision)

Norm-referenced Test Requirement				
Issues	Policy Decisions	Considerations	Date of SBE Consideration	
Statutory requirement for the administration of a NRT (presently the SAT 10).	Should the Board look at alternative methods to meet this requirement?	Current "dual purpose assessment" model will not be possible with PARCC. If PARCC cannot meet the NRT requirement schools will be forced to administer a separate NRT and assessment costs will increase.	October 2012 (prior to 2013 legislative session)	

Communication				
Issues	Policy Decisions	Considerations	Date of SBE Consideration	
Ensure the PARCC assessments are meaningful to higher education	Cut scores on the PARCC assessments need to culminate in scores that demonstrate college/career readiness	Cut scores will be set cooperatively with the other participating PARCC states. Arizona IHEs need to be engaged in this process to ensure the assessments have value to students moving into post-secondary work.	2014-2015 (Cut scores established through the PARCC Consortium)	
Managing public and political expectations		A comprehensive communication plan is needed to ensure the K-12 community, the general public, and policy makers understand the initial impact of the new standards and assessments. The AZ READY Council has agreed to coordinate this work among the key stakeholders.	N/A	
LEA preparation for full implementation of the new standards and assessments.	Beyond training on the new standards, what information needs to be communicated to LEAs in advance of full implementation to prepare for the new assessments?	Impact of new standards and assessments on teacher/principal evaluations, third grade retention, high school graduation and school accountability labels.	Spring 2012 - 2015	